

National Data on Poverty Issues

Data from the 2000 U.S. Census indicated 34.6 million people, about 12 percent of the total population, live below the official poverty levels, and many urban areas have even higher levels. High poverty rates generate areas of concentrated poverty where 40 percent or more of the residents are poor. One problem is the lack of jobs. Most new job creation occurs in suburban areas, and most new jobs are low-paying service industry positions. In her article, *The High Cost of Being Poor*, Barbara Ehrenreich explains that society adds many penalties to people who are poor. She reports on the results of a study by the Brookings Institute on the “ghetto tax,” which explains why the cost of living in low-income urban neighborhoods is higher than in middle class areas. Everything from food to auto insurance to car loans and health care costs more in these areas.

All city services are affected by high concentrations of poverty because the tax base in these areas erodes the city’s ability to pay for schools, police, fire, library, and garbage services, as well as maintain streets and parks and all the other functions of city government. Incomes are low and the crime rate is high in these neighborhoods. Many large retailers under-serve these neighborhoods and residents must either purchase basic goods from smaller stores at higher prices, or travel to the suburbs to shop. Much of the available housing in these areas is old and in poor condition. Since 2000 children living in economically disadvantaged families in the U. S. fell even deeper into poverty. Children comprise 25 percent of the total population in the U. S., but 36 percent of the total population living in poverty are children. A report by the Center on Wisconsin Strategy (COWS) at the University of Wisconsin–Madison in October 2004 indicated the national safety net for these children has eroded over the past ten years.

The majority of low-income parents are employed. In 2001, 25 percent of all children living in poverty had working parents, and six out of ten children had at least one parent working full time. These families are referred to as the “working poor” or “high-work, low-income” workers. A 2005 report by The Urban Institute in Washington DC found these parents are less likely than middle-income parents to have paid vacation, sick leave, or to receive health care insurance through their employer. Health problems are more prevalent among these families than middle income ones.

For More Information:

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U.S. Census Bureau. www.census.gov

Effects of Homelessness on Children

The instability of a housing situation often results in numerous stresses for children who are homeless. They may:

- be uncertain there will be enough food for their family.
- live in overcrowded conditions with a lack of privacy.
- not have a place to play or study where they are staying.
- have parents who are under a great deal of stress.
- have lost a beloved pet because it was not allowed in a shelter.
- feel the social stigma associated with being homeless.
- find it hard to make or keep friends because of the constant moving.

For More Information:

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Homeless children may have poor self-esteem, short attention span, few friends, and may be extremely shy. They may be very demanding about having their needs met immediately, and be either aggressive or clingy. These children may have difficulty attending school regularly. The report *Homeless in America: A Children's Story*, on the Colorado State web page, indicates the mothers of children who are homeless often have not graduated from high school. They often feel intimidated by schools and are unprepared to help their children with school issues. Homeless children whose parents did not graduate from high school are 47 percent more likely to repeat a grade than other children. These children are also 36 percent more likely to be in special education classes than other children. Additional information on homelessness is included in this publication, in the chapter on Youth in Alternative Living Situations.

Many Libraries are Flexible with Children Who Do Not Have Permanent Addresses

Many Wisconsin libraries allow children and adults who do not have a permanent address to get library cards by using a shelter address, or some other way of indicating where they live. Some issue a temporary card that has to be renewed periodically until permanent residency is established. Others allow students to use their school address and phone number. Many libraries in resort areas report allowing tourists staying in motels to use the motel address to get a temporary card, and say extending this procedure to families that are homeless, is relatively easy for them.

Effects of Hunger on Children

A 2005 U. S. Department of Agriculture report indicated 13. 5 million American households, or about 12 percent of all families did not have enough food at some point in 2004. Food hardships have been shown to be the primary aspect of poverty that most affects children's behavior. Not all families living in poverty face food hardships but for families that do have food hardships, parental warmth can help offset the impact the hardship has on their children.

A 2004 study of mothers receiving welfare benefits was done by Kristen Shook Slack and Joan Yoo for the School of Social Work at the University of Wisconsin–Madison. They found mothers dealing with food hardships had higher levels of major depression, general anxiety, physical limitations, and antisocial behavior, than did mothers not dealing with these hardships. These mothers also exhibited lower levels of parental warmth toward their children. Parental stress and maternal depression, in general, are associated with inconsistent discipline that is harsher and more punitive than those techniques used by other parents. They found that lack of parental warmth is associated with aggression in second and third grades, and with anxiety and shyness in sixth grade. The study results also indicted the longer the period of time and the greater the severity of the food insecurity, the higher association there is with children's behavior problems.

Children living in poverty who are hungry have more psychosocial problems than other children. Hunger results in poor play behavior, lower preschool achievement, and poor scores on developmental measures. Food hardships can result in psychological responses for children such as anxiety, irritability, and lethargy. Chronic food shortages also are associated with externalizing behavior problems in young children and internalization of problems for children ages six to 12 years.

Immigrant Families Living in Poverty

According to the figures in the 2002 U. S. *Current Population Survey* published by the federal Urban Institute, immigrants make up 11 percent of the total U. S. population, but their children account for 22 percent of all children under age six. That makes Hispanics the fast growing component of the U. S. population. Twenty-nine percent of all children under the age of six whose families live in poverty, are the children of immigrants.

Overall:

- Ninety-three percent of the children of immigrants are U.S. citizens.
- Nineteen percent of the children of immigrants have parents who are naturalized citizens.
- Forty-eight percent of children under six whose parents are immigrants, have at least one parent who is in the U.S. legally.

Immigrant workers dominate low-wage occupations like farming, forestry, fishing, and private household work. The majority of immigrant workers is employed in the service industry, production, crafts, or as machine

Countries of Origin of Hispanics in the U.S.

56%	Mexico
22%	Latin American Countries, other than Mexico
22%	Other

From *A Statistical Portrait of Hispanics at Mid-Decade* by the Pew Hispanic Center, Washington DC
<http://pewhispanic.org/reports/middecade/>

operators or assemblers, and had an average annual income of \$14,400 in 2001. Three-fourths of immigrant workers have less than nine years of schooling. Two-thirds of the workers do not speak English well. Two of every five immigrant workers are undocumented men. Women comprise less than 40 percent of undocumented workers.

A recent trend is that immigrant families are moving into states and small communities that have not had many immigrant families in the past. These new communities

and states have less experience settling immigrants and less developed service infrastructure such as bilingual teachers and social services agencies that specialize in serving the various cultures. The recent immigrants are more likely to need benefits and services such as health insurance, interpreter services, and English language courses.

Despite their higher economic need, children of immigrants who are U.S. citizens use public benefits for which they are eligible, less frequently than do native-born children. Parents who are in the country illegally hesitate to apply for public assistance for their children, and many states restrict legal immigrants' access to the social safety net. Changes to federal and state programs that affect child care and early education have far reaching impacts for the children of immigrants. These programs can affect children's access to health care, school readiness, and general well-being. Some of the children who do not receive benefits experience food and housing hardships. Compared to native-born children, these children are four times as likely to live in crowded conditions, and their parents spend over half of their income on rent or mortgage.

Health and Dental Insurance Issues Affecting Children Who Live in Poverty

According to a 2005 COWS report, summarized by Judith Davidoff in an article published in *The Capital Times*, health benefits for working families are eroding. In 1980, 73 percent of workers had health care insurance through their employers, compared to 58 percent in 2002. Half of all U. S. children live in families that meet the income requirements for public health care coverage. Thousands of low income families cannot find affordable dental care in the U. S. Children with untreated cavities and dental infections experience chronic low-grade pain.

These children do not sleep soundly, or eat fully, may be inattentive, and are unable to learn well. Children's advocates say that children's dental health problems are the leading cause of school absenteeism among children of low-income families in the U. S. Children living in poverty often lack access to fluoride, sealants, and other dental advances that protect children's teeth. Children living in poverty account for 25 percent of all children, but have 80 percent of all tooth decay.

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Wisconsin Data on Poverty Issues

A 2005 study done for COWS by Joel Dresang related to wages and the working poor, indicated that in 2004 the national rate for children living in poverty was 17.8 percent and 11.2 percent in Wisconsin. In 2003-2004, Wisconsin's poverty rate jumped 1.9 percent, the highest increase in the country and the highest rate in Wisconsin since 1993-1994. The Midwest is the only area in the U. S. that experienced both an increase in poverty rates and a decline in income. More than 571,000 people were poor in Wisconsin in 2003-2004, and 143,000 lived in the city of Milwaukee.

The Institute for Research on Poverty at the University of Wisconsin–Madison released two reports in 2004—*How Many Children Are Poor?* and *Who Was Poor in 2004?* These reports found that state poverty rates for black and Hispanic children were higher than for white children. Households headed by women had the highest poverty rates of all families at 28.4 percent, compared to 5.5 percent of families of married couples.

A 2004 report on minority health published by DHFS indicated Wisconsin’s minority and ethnic groups have higher poverty rates than do whites. Those with less education also tend to have higher poverty rates. Thirty percent of adults over age 25 who did not have a high school diploma lived in poverty. More children live in poverty in the state than do adults, and over a third of children who live in poverty, live in the city of Milwaukee.

Poverty Rates for Wisconsin Ethnic Groups 1996-2000

African Americans	32%
African American Children	42%
Native Americans	22%
Native American Children	27%
Hispanic	22%
Hispanic Children	25%
Asians	20%
White	6%

From *The Health of Racial and Ethnic Populations in Wisconsin: 1996-2000*. DHFS 2004.

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Unemployment and Minimum Wage in Wisconsin

Over all, wages and incomes in 2005 were stagnant or falling in Wisconsin, forcing workers to put in more hours to break even. According to a *Stevens Point Journal* editorial in March 2004, *Minimum Wage Raise is Overdue*, the median household income in Wisconsin has fallen each year since 1999, and the median hourly wage fell in 2005 for the first time in nine years. Charity Eleson pointed out in her February 2004 *The Capital Times* article that in higher priced housing markets, even if both parents worked for minimum wage, the family would struggle, because inflation has eroded the benefit of small wage increases. Joel Dresang commented on the effect inflation has had on median hour wage in a report written for COWS in 2005. In June 2006, a new minimum wage law went into effect raising the Wisconsin minimum wage from \$5.70 per hour to \$6.50. However, that is not enough to help move most families out of poverty. Eleson, Dresang, and the *Stevens Point Journal* article gave the following examples related to wages and cost of living expenses:

- At \$6.50 per hour, an adult working full time would make \$13,512 annually, which leaves a family of two living in poverty with an annual income of \$11,869. The federal poverty level for a family of 2 in 2004 was \$12,490.
- At \$10.30, a single working parent would be short about three dollars per hour needed to afford rent for a two-bedroom apartment, which in Wisconsin rents on average for \$605 per month.
- When an hourly wage of \$13.91 is adjusted for inflation, workers today earn only 68 cents more than 1979.

Job growth, while increasing, is doing so very slowly. Carolyn Smith pointed out in an article on Wisconsin’s economic status for the *The Badger Herald* in September 2005, that job growth is primarily the result of the expansion in service industries, which do not pay well. Although unemployment has fallen, Wisconsin experienced the highest growth in the population of residents living at or below the poverty level in the country. Milwaukee had the fourth-highest child poverty rate of all large cities in the U.S. during 2005.

A *Wisconsin State Journal* article by Marv Balousek on December 5, 2006, summarized a new COWS study done by Laura Dresser. The report indicates that 178,000 working families in Wisconsin rely on some type of public assistance. More than half of these workers earned less than \$10 per hour.

For More Information:

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Hunger in Wisconsin

Demand for Food Stamps and Use of Food Pantries Rise

According to a February 2006 article in the *Wisconsin State Journal* by Stephen Ohlemacher, food stamp caseloads in Wisconsin grew from about 75,000 in 2000 to 145,000 in 2005. Milwaukee County estimates 120,000 people sought help from social service agencies during 2005, a 51 percent increase over the number requesting assistance in 2003. Agencies report they are serving more working adults who can't afford food and shelter. Ohlemacher's article quoted an America's Second Harvest report on hunger and food pantries based on surveys at food banks, shelters, and soup kitchens just before hurricanes Katrina and Rita hit the Gulf Coast in 2004. The report indicated that 36 percent of people seeking food came from households in which at least one person was employed. It also found that in 2006, use of food banks, soup kitchens, and shelters was up by 9 percent since 2001.

Wisconsin food bank staff reported decreases in both food and cash donations, as summarized in the *Wisconsin State Journal* January 2006 article, *Food Pantries Report Shortages*. A similar decrease was reported by most national food banks. Staff explained "donor fatigue" is, in part, responsible for the lower levels of contributions because of the many disasters in 2005.

In the article, Chris Brockel, with the Community Action Coalition for South Central Wisconsin, said that although they are giving away slightly more food than during 2004, the real issue is that the demand continues to grow. Demand at some food pantries in Madison has gone up by 25 percent. In Milwaukee there is heavy pressure on the Howard Fuller Education Foundation's food pantry and meal program, because more children are in need. In 2004, 173 children were fed five days a week, compared to 251 children in 2005.

The Second Harvest survey results published in the 2006 *Wisconsin State Journal* article reported:

- Fifty-eight percent of food bank users live in metropolitan areas.
- Forty-two percent live in rural areas or suburbs.
- A little over 39 percent of food bank users are white; 38 percent are black; 17 percent are Latino; and 6.6 percent are Asian.

Hunger is an issue that Wisconsin public librarians deal with in the library. Many librarians have reported that they are seeing children in the library who do not leave at mealtime and who do not have food with them. Several librarians have reported that children tell them they are hungry, ask the librarians for food, or ask for money to buy food.

One measure of poverty within a school district is the number of students qualifying for free and reduced lunch. The DPI maintains data on the number of free and reduced lunches by school within each school district. To locate the data go to Wisconsin Child Nutrition Programs and On-line Services at <http://dpi.wi.gov/fns/ns1p1.html>. This data often is used as one measure of poverty for individual communities.

The McIntosh Memorial Library in Viroqua Served as a Summer Free Lunch Distribution Site

The library in Viroqua volunteered to act as a distribution site for free lunches during the summer as part of the school district's efforts to provide lunches for children from low-income families. The brown bag lunches were sent from the school cafeteria about a half hour before our summer reading program began. The milk was kept in a small refrigerator. The sack lunches did not need refrigeration. Kids from kindergarten through sixth grade picked up their lunches and milk and sat on the carpeted library floor while books were read to them. There were no major spills and the kids were very good about cleaning up for themselves. Parent volunteers helped with the process.

Heating Cost Create a “Heat or Eat” Dilemma

An August 2004 *Milwaukee Journal Sentinel* article by Leonard Sykes explains the connection between the increase in fuel costs with the affect it has on food purchases. People are struggling to pay heating bills that have jumped beginning in 2005 as a result of increases in fuel costs. The number of people applying for home heating assistance increased from 99,000 in 2000 to 162,400 in 2005. Many more families than ever are facing a “heat or eat” dilemma. The U. S. Department of Agriculture reports that the number of people who at some time during the year wondered if they would be able to purchase food is the highest it has been since 1998.

The Library in Two Rivers Collaborates with Schools and the Salvation Army to Feed Children

The Lester Public Library in Two Rivers collaborated with the local school district on a free lunch program during the summer. Approximately 40-60 family members attend regularly, including parents. The lunch is provided five days a week at one of the schools. Public library staff go several times a week and read during the meal and provide family programming. In the future, the library may bring books for the families to check out and take home.

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Status of Selected Groups of Children of Color in Wisconsin

African American Children in Poverty

The black population is the largest minority in Wisconsin. A 2004 Center on Wisconsin Strategy (COWS) at UW–Madison study by Matthew Zeidenberg found that the inequity between black and white workers in Wisconsin was the worst in the country in 2005. Black unemployment was 16.4 percent, four times higher than for whites. The median wage for black men fell from \$14.39 in 1979 to \$11.02 in 2003. Black women had the highest unemployment rates of any population group in 2004, at 18.5 percent, compared to the state rate of almost 5.7 percent. Blacks have the highest incarceration rate of all population groups in the state and Wisconsin’s incarceration rate of black residents is the highest in the country.

Zeidenberg’s COWS study indicated that in 2000, black children in Wisconsin were six times more likely than white children to be living in poverty, the highest rate among all urban areas; only Washington DC has a higher rate. Math and reading test scores for eighth-graders in 2003 indicated the gap between white and black students was larger in Wisconsin than any other state. The black population has the lowest high school graduation rate in the state.

Two studies were done in 2004 by the Institute for Research on Poverty at the University of Wisconsin–Madison, *Who was Poor in 2004* and *Who Is Poor in Wisconsin*. According to the studies, one of the most disturbing health disparities in Wisconsin is the persistent high death rate of black infants that has not declined in the past

Wisconsin’s Minority Populations

African American	300,345	5.6%
Hispanic/Latino	192,921	3.6%
Asian	87,995	1.6%
Native American	43,980	0.8%

Based on 2000 U.S. Census Data, from the Minority Populations in Wisconsin, Department of Health and Family Services

<http://dhfs.wisconsin.gov/health/MinorityHealth/WlminorityPopulations.htm>

20 years. Black infants are three to four times as likely to die before their first birthday than are children of any other ethnic group. Black infant mortality rates in Wisconsin in 2004 were 19.2 percent of all births. From 2000-2002, Wisconsin had the highest black infant death rates in the country among the 40 states that report the data.

The high death rates reflect social and economic conditions that affect maternal and infant health, such as access to high-quality health care, education, poverty, and racism. Department of Health and Family Services efforts are expanding many services to black pregnant mothers. The efforts will include new efforts in tobacco cessation treatments, home visiting services, access to substance abuse treatments, improvements in prenatal care coordination, consumer health literacy about safe sleep for infants, and use of culturally sensitive treatment approaches.

Murder is the leading cause of death for young adults ages 15 to 24. Fifty-eight percent of all black males deaths are the result of murder, as are 25 percent of deaths for black females.

Percentage of Hispanic Workers in Specific Occupations

Hispanic workers make up:

- 20% of all cooks
- 25% of all construction workers
- 22% of all maids, housekeeping cleaners
- 25% of all grounds maintenance workers
- 29% of all agricultural workers

From Stein, J. "Local Latinos Fear Immigration Bill." *Wisconsin State Journal*, April 1, 2006.

Immigrant Children in Poverty

The Office of Citizenship's March 2006 report, *Library Services for Immigrants: A Report on Current Practice*, summarized the history of library services to immigrant populations. Public libraries in the U.S. have a long history of providing resources and educational opportunities to immigrant populations. One of the reasons that many Wisconsin communities had Carnegie library buildings was that Andrew Carnegie saw public libraries as a place for immigrants to go for education, general enlightenment, and to study English and democracy. This role remains especially relevant today in Wisconsin as immigrant populations continue to grow. The largest immigrant population in Wisconsin is Hispanic, followed by Hmong.

DPI's August 2003 report, *Indicators and Strategies for the Identification of Homeless Children and Youth*, indicates that in about one quarter of immigrant families, both parents are working, yet they remain in poverty. One in five low-wage workers in the state are immigrants. Many of these parents have low levels of education and limited English proficiency. Their children are more likely to be in fair or poor health and lack health insurance than are native-born children. These families are more likely to live in crowded housing conditions and are likely to have problems paying rent or mortgages and buying food, than are native-born families.

Many immigrant parents with preschool children have low levels of education and limited English proficiency, two factors associated with poor school performance by children. The U.S. Census data from 2000 indicates about 6 percent of Wisconsin's population uses a language other than English at home.

School performance also is affected by the environment in which children are cared for during the preschool years. Over half the preschoolers of immigrant families are cared for in their homes. Only 17 percent of immigrant preschool children are enrolled in center-based child care facilities, compared to 26 percent of native-born children.

Reasons for this include family structure, culture, patterns of work participation, cost, lack of subsidies, language barriers, and the limited availability of child care centers in the neighborhoods where the immigrant families live.

Center-based care typically fosters early brain development, socialization, language skills in

Hispanic Outreach Services 2003-2006

Many public libraries and systems have responded to the increase in the numbers of Hispanic families moving into their communities by offering services intended to address their needs, especially those related to help them learn English. The following public library systems received Library Services and Technology Act (LSTA) funding for Hispanic outreach services between 2003 and 2006:

- Arrowhead Library System, headquartered in Janesville
- Eastern Shores Library System, headquartered in Sheboygan
- Indianhead Federated Library System, headquartered in Eau Claire
- Manitowoc-Calumet Library System, headquartered in Manitowoc
- Milwaukee Library System, headquartered in Milwaukee
- Outagamie-Waupaca Library System, headquartered in Appleton
- South Central Library System, headquartered in Madison
- Waukesha Federated Library System, headquartered in Waukesha
- Wisconsin Valley Library System, headquartered in Wausau

The following individual libraries or library services also received Federal funding for Hispanic outreach:

- Brown County Library, Green Bay
- Dane County Library System, Madison
- Hedberg Public Library, Janesville
- Kenosha Public Library, Kenosha

English, and can help ease the transition to school. Day care centers often link parents with adult education programs, health care for children, parenting classes, and act as a link between the families to the rest in the community. Because many preschool children of immigrant families do not attend day care centers, they are not involved with programs that can help narrow the achievement gaps between ethnic and racial groups, and between children from poor and wealthier families. These children start school without English skills and many lack basic readiness skills. Schools recognize that language instruction should be addressed as early as possible, to help reduce the impact of using English as a second language before they start school.

Wisconsin's Hispanic population increased by 107% between 1990 and 2000, making Hispanics the fastest growing population in the state. The Pew Center estimated in 2006 that there were approximately 45,000 Latinos living in the state. The national Immigration and Naturalization Service (INS) estimated in 2003 that the illegal alien population in Wisconsin was about 41,000 people, however not all of these people are Hispanic. The outcome of the current debate regarding illegal immigration will have a profound impact on the young children who are U.S. citizens in these families.

Hmong Families

In February 2005, the Department of Workforce Development submitted the report, *Hmong Resettlement Task Force Report to Governor Doyle*. It indicated that since the 1970's members of the Hmong community have resettled in more than a dozen Wisconsin communities. Twenty-seven percent of the Asian population of Wisconsin lives in Milwaukee County and 17 percent in Dane County. There was a 68% increase in total Asian population between 1990 and 2000. Sixty-seven percent of the Asian population was born out of the country, and 38 percent of Wisconsin's Asian population is Hmong. Workforce Development figures indicate that in 2004 there were approximately 57,735 Hmong refugees, former refugees, and their children living in the state.

A 2004 update of the report, *The Status of Women in Wisconsin*, indicated that Hmong families comprise the largest number of all the Asian families in Wisconsin. The Hmong population increased 106% from 1990-2000. In 2004 more than 3,000 additional refugees were re-settled in Wisconsin. Seventy-three percent of Hmong women in Wisconsin do not have a high school diploma. Asian women earn less than both Native American and black women in the state. Sixteen percent of all Asian women in the state live in poverty, which is higher than the national average of 13 percent.

According to Bruce Corrie's article, "Ethnic Trends: Economic Contributions of Hmong in Wisconsin," the Hmong families who have resettled to Wisconsin have become very successful. They have a median household income of \$36,000 and more than 55 percent own their own homes. There are hundreds of Hmong business owners. Less than one percent of the Hmong population receives social services.

In 2004 a major new resettlement effort of Hmong families was coordinated by the U.S. Department of State. This effort resulted in the resettlement in Wisconsin of approximately 3,190 Hmong from refugee camps in Thailand. Over 60 percent were under age 18. About 50 percent of these children attended school in Thailand, but there was no program beyond ninth grade. The parents of these children have limited education, most speak Hmong or Thai, and do not read in any language.

There are numerous cultural factors that made the transition difficult for the refugees who have recently arrived and were obstacles for the groups who arrived earlier as well. Typically the families are large and patriarchal. Early marriage and authoritarian discipline patterns are common. Economic viability in the U.S. may depend on couples postponing marriage and having children and on both parents working. Adjusting to life in the U.S presents many challenges to the cultural norms for these families. Needs during the first few years include help with employment and business development, affordable housing for large families, and transportation. Additional issues include access to health and dental insurance and mental health services.

Books 2 Go—Libros Para Llevar

The Milwaukee Public Library used LSTA funding several times to develop their award winning outreach program to day care centers that serve children whose families live in poverty and who use English as a second language. Participating day care providers attend training on the importance of reading to children and techniques to use while reading, and then bring the children in their care to the library on a regular basis. These centers and home providers receive signs to identify the providers as participants in the Books 2 Go program. The providers also receive backpacks with the Books 2 Go logo to carry books back and forth when they bring their children to the library. The program has become so popular that providers use the marketing pieces and visits to the library as a promotional and marketing tool for their programs. Parents associate quality programs with participation in the Books 2 Go program. The library extended the program that initially targeted children ages three to five, to programs serving infants and toddlers, and later to centers serving Hispanic children at both levels.

Services for the Hmong community are under pressure because prior to the 2004 resettlement, Wisconsin experienced a 75 percent reduction in social services and discretionary program funding from the federal Office of Refugee Resettlement. Currently refugees must wait five years before applying for public assistance, which encompass the entire early childhood years of preschool-aged children.

Native Americans

There are eleven federally recognized tribal nations in Wisconsin. In 2000, 55 percent lived in non-urban areas including reservations, but more Native Americans live in Milwaukee than any other single area in the state. Significant numbers live in Ashland, Bayfield, Brown, Dane, Menominee, Outagamie, Sawyer, Shawano, and Vilas counties. Native Americans have the highest rate of hospitalization for depression, and Native Americans women have the highest depression rates of any population group. Native Americans also have the highest suicide rates of all population groups and the second highest death rate caused by murder of all ethnic population groups. According to *The Status of Women in Wisconsin* 2004 report, the largest group of Native Americans in Wisconsin are Ojibwa (Chippewa), followed by Oneida/Iroquois, Menominee, Ho-Chunk (Winnebago), Mohican, and Potawatomi.

In 2004, one in four Native American single-mothers lived in poverty, which is lower than for any other ethnic group, other than whites. Information on poverty for Native American nations is not readily available. However, U.S. Census data indicated that in 2000, the Median Household Income for people living on the Menominee Reservation was \$23,552, which means that 48 percent of these families live in poverty. Thirty-one percent of children under the age of 18 live in poverty, and one of every two children under the age of six lives below the poverty level.

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Poverty in Milwaukee County and the City of Milwaukee

Milwaukee, like many other large urban areas, has long had areas of concentrated poverty. The 2000 Census data indicated a sharp drop in number of areas of concentrated poverty, but there was not the same drop in the number of people who are poor.

Milwaukee County is home to three-fourths of Wisconsin's total black population, which is 25 percent of Milwaukee County's population. There are substantial numbers of black residents who are not poor and do not live in areas with high concentrations of poverty, however poverty disproportionately affects black residents in the county. Seventy-seven percent of Milwaukee County residents who live in poverty are black.

Census 2000 data indicated that although 55 percent of Native Americans lived in non-urban areas, the city of Milwaukee is home to more Native Americans than any other single area of the state. Thirty-seven percent of the Wisconsin's Hispanic population lives in the city of Milwaukee, which is 8.8 percent of the city's population. Twenty-seven percent of Wisconsin's Asian population lives in Milwaukee County.

According to a 2005 COWS report by Joel Dresang, 62,000 children in the city of Milwaukee lived in poverty in 2005, which is 41.3 percent of all the children in the city. This rate of child poverty is the fourth highest in the country for a large city. Over a third of all children living in poverty in Wisconsin live in Milwaukee. The poverty rate for Milwaukee County as a whole in 2005 was more than double what it was in 1979. Leonard Sykes reported in his *Milwaukee Journal Sentinel* article in 2004, that some researchers suggest the key to eliminating poverty is the creation of high-wage jobs and educational training. Many adults in Milwaukee County have educational levels below ninth grade, and many students who graduated from high school read at a fifth- or sixth-grade level.

According to the 2005 *Start Smart Milwaukee*:

- Almost 50 percent of all children in the city of Milwaukee live in neighborhoods where 20 percent or more of the population are poor.
- Seventy-two percent of two-year-olds were not immunized.
- One in five elementary students were habitually truant, as were 50 percent of middle schools students, and 66 percent of all high school students.
- Forty-eight percent of middle school students and 35 percent of high school students were suspended at least once during 2000-2001.
- High school graduation rates improved for all races, but only 49 percent of black students graduated compared to 74 percent of Asians, 68 percent of whites, and 54 percent of Hispanic students.

Poverty in Other Areas in Wisconsin

The problem of concentrated poverty areas is not unique to Milwaukee. Smaller urban areas like Beloit, Racine, and Superior also have high-poverty neighborhoods. The de-industrialization and decay of urban

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centers, the influx of impoverished minority populations, and the continued impoverishment of some population groups have been factors that contribute to concentrated areas of poverty.

Beloit suffered when large employers downsized or moved. The poverty rate for black residents of Beloit increased from 22 percent in 1989 to more than 65 percent in 2000. Racine also lost high-paying industrial jobs when large companies moved.

The only areas of concentrated poverty outside of Wisconsin cities are areas in northern Wisconsin with high populations of Native Americans. Ninety percent of the residents in Menominee County are Native Americans. The Lac de Flambeau Reservation is located in Vilas County. Ashland County encompasses the Bad River Reservation. Sixty-five percent of the residents in Ashland County are Native Americans.

Although there are no concentrated areas of poverty in Madison, except for areas with student housing, the south side and northwestern sections of the city have higher levels of poverty than the city as a whole. These areas also have higher numbers of black residents than do other areas of the city.

Teen Parents in Wisconsin

Teen parents are at high risk of living in poverty, especially young single mothers. These young parents face difficult challenges in education, child care, employment, housing, accessing health care for themselves and their babies, and at times securing their own physical and emotional health. Comprehensive assistance is needed to address all of these areas, but many agencies focus on selected aspects or another. Teen parents need to be linked to appropriate services in all of these areas of need.

Additional information on teen parents is included in this publication in the section on Emotional Behavioral Disorders.

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Teen Parents Attend Baby Story Time at the LaCrosse Public Library

Teen parents from the Learning Together Family Literacy Program in Holmen brought their babies to a Baby Story Time at the LaCrosse Public Library. The school district provides transportation for these teens to attend school and brought them to the library program. The library also gave the parents a tour of the youth department and helped them get cards.

Health and Dental Insurance Issues for Children Living in Poverty

Wisconsin's Children's Health Insurance Program (SCHIP) has helped reduce the number of children who do not have health insurance, but many children still lack coverage. Children of immigrants or those who have parents who take a negative view to receiving government assistance are the most likely to lack insurance coverage. The Urban Institute in Washington DC identified immigration issues as one reason parents may hesitate to apply for benefits for their children who are U. S. citizens. Some researchers feel providing health insurance for parents may be the key to enrolling more of the eligible children.

According to a December 5, 2006 article in the *Wisconsin State Journal*, 110,000 children in the state were uninsured during 2005. The majority of these children live in the western and southeastern parts of the state. Most uninsured children live with an adult who is working full time.

A 2004 Department of Health and Human Services survey indicated 22 percent of the children of immigrant families lack health insurance, despite the fact that all citizen children have been eligible for health insurance since 2000. Currently 27.3 percent of all children living in poverty are uninsured. Hispanics have the highest rate of being uninsured at 13 percent, followed by blacks at 10 percent. However, the number of black children without insurance dropped by half from 2004 to 2005.

Lack of dental care is especially problematic in Wisconsin, according to Marcia Neleson who wrote about the impact of poverty in an article for *The Janesville*

Winding Rivers Library System Project

In 2004 the Winding Rivers Library System, headquartered in LaCrosse, initiated a Library Services and technology Act (LSTA) project that involved area medical clinics and Women, Infant and Children (WIC) sites. Pediatricians in the clinics and the nurses who did well-baby checks at WIC sites agreed to give parents a prescription to read to their babies every day as part of well baby checks. The system had the prescription pads printed and delivered them to the various collaborating agencies.

Gazette in 2005. In the Department of Health and Family Services publication, *Wisconsin Minority Health Program*, in 2005 health disparities were found among black, Asian, Hispanic, and white children. Sixty-five percent of black children saw a dentist at least once a year compared to 75 percent of white children. Native Americans had the highest rate of tooth decay for third graders, at 64 percent compared to 26 percent of white third graders. Asian third graders had the highest rates of cavities and were in most need of urgent dental care. In 2003 the Hispanic Headstart children had the highest rates of cavities and untreated tooth decay of all preschool populations.

Many poor families struggle to find dentists who will take Medicaid, especially pediatric dentists. Those that do, limit acceptance to a small portion of their practice. Dentists cite low reimbursement rates and cumbersome paperwork as the reasons they don't want to deal with Medicaid. Dental medical students are encouraged to steer away from accepting Medicaid because it is not economically feasible. Many dentists cover some costs out of pocket for the Medicaid patients they accept. The waiting lists for dentists who accept Medicaid can be as long as nine months. The result is that children who have poor dental health often end up in hospital emergency rooms where they can only be treated for the current infection or pain, not the cause of the problem.

A new administrative rule went into effect in September 2006 that may help some children living in poverty with preventive dental care. The rule allows dental hygienists to bill Medicaid for services performed without a dentist being present. This will allow the expansion of preventive dental services in schools, public health clinics, Head Start, and WIC programs. Some dentists would prefer that the federal health plan instead pay more for routine check ups and services and perceive the new rule as a quick-fix attempt by legislators. They argue that some large city health departments can already bill Medicaid for services performed by hygienists without a doctor present. However many smaller health departments do not have a hygienist on staff, and there is hope the new ruling will help children with the least access to dental care.

South Madison Branch Library and the DeForest Public Library Are Co-located with Health Service Agencies

The South Madison Branch Library is located adjacent to the South Madison Health and Family Center—Harambee. The Harambee Center is a one-stop health care location for people with low incomes. The agencies that make up the center include Head Start, Early Childhood Family Enhancement Center, free clinics sponsored by the Madison and Dane County Departments of Public Health, Planned Parenthood, and the library. The Harambee Center agencies place resource materials for their clients at the library because the library is open more hours than the various other agencies. The agencies encourage their clients to get library cards, and the agencies distribute information about library programs. The center occupants often co-sponsor community events.

DeForest Public Library used LSTA funds in 2004 to reach out to families using the Women, Infant, and Children's (WIC) program. The Dane County Public Health Nurse, the WIC program, and the school district's alternative high school program all share space with the library in a building constructed in 2002. The co-location has brought many patrons into the library who might not otherwise visit. The grant provided funds to survey the clients of the county nurse, WIC families, and the students in the alternative high school to identify needs. Some of the materials then purchased were available not only at the library, but circulated through the partnering agencies. The success of this project led to additional collaborative efforts after the project ended.

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Child Care Issues Related to Poverty

A 2004 report, *New Report Shows Babies Are Off to a Better Start in Wisconsin*, by the Wisconsin Council on Children and Families, states school readiness is closely linked to quality learning experiences and children's health. Quality day care is an important factor in how well children are prepared to start school. Child care is especially critical to teen parents because without reliable care the teens may be unable to complete high school or hold a job. Child care often takes more of a Wisconsin family's income than housing, according to a 2005

report, *Child Care Workers Slip in Education, Wages*, done by Judith Davidoff for COWS. The average family with children spends \$710 a month on child care and \$545 on housing.

- In 1980, 32 percent of center-based teachers had a four-year degree, compared to 25 percent in 1990 and 18 percent in 2000.
- In Madison 15 percent of center child care staff had a college degree in 2000.
- Fifty percent of home day care providers in Wisconsin had no more than a high school education in 2000.

According to Davidoff's report, higher levels of education for child care workers have been found to result in better quality programs for children. In general, most child care workers, from directors to teacher aides, are working at poverty wages. In 2000, 32 percent of all center-based staff and 34 percent of home-based care providers lived below 200 percent of the poverty threshold.

Results of a study done in 2001 by the Research Partnership found that higher education, experience, and higher wages for early childhood educators are significantly related to better quality child care. Children of low-income families are most likely to receive child care from the least qualified staff in centers with the highest staff turnover. Examples of the weakness in the child care settings for low income families are:

- Seventy-seven percent of classrooms had an absence of informal reading.
- Fifty-one percent had a narrow selection of books.
- Fifty-one percent of the teachers failed to expand on children's language.
- Forty-five percent of the teachers did not ask complex questions.
- Fifty-three percent did not link spoken and written language.
- Sixty-two percent of the teachers did not talk about concepts with classroom materials.

In 2001 Mary Roach and Jill Haglund explained in a report they did for the Wisconsin Child Care Policy Research Partnership in Madison that children's abilities when they enter school are highly predictive of their later success in school. The report, *Wisconsin Early Childhood Educator Professional Development Program*, found that children who enter unprepared tend to fall increasingly further behind. Research indicates the best time to intervene is during the preschool years. Many children may be placed in learning disabilities classes because, as preschoolers, they were not afforded the opportunity to develop the skills and strategies necessary for successful reading.

Classroom enhancements alone can't produce the literacy gains necessary to overcome the achievement gap that now exists between low-income and middle-income children. These children need to be immersed in high-level conceptualization, verbal problem-solving, and creative thinking skills, as well as goal-directed play activities that support language and literacy development.

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Barriers to Service

Children living in poverty are an under-served library patron group due to a variety of factors. Their parents may not understand or appreciate the value and importance of independent reading for their children. Their lives are complicated by issues and concerns such as paying bills, having enough food, transportation problems, accessing medical care, and dealing with social service agencies, all of which make going to a public library a low priority. Often there are no public libraries located in the neighborhoods where these children live. Public transportation may not be available, and the neighborhoods often are not safe enough to allow children to walk to and from the library on their own. Often families living in poverty may not be aware of the wide range of services and materials available at the public library.

Annette DeFaveri is the national coordinator for the *Working Together* project and is a librarian at the Vancouver Public Library in British Columbia. Lib.org is a communication service for librarians and staff interested in social justice issues. In her article for Lib.org, "Breaking Barriers: Libraries and Socially Excluded Communities," DeFaveri stated that barriers that keep socially excluded people from using public libraries are subtle and insidious. She said that for every person who finds the library to be a safe and pleasant place, there is another who feels uncomfortable and unwelcome. DeFaveri also stressed that it is not enough to tell excluded groups that the library has free resources for them or to tell them the library is supportive and will treat them respectfully.

Other major barriers include lack of transportation, lack of a permanent address, issues of library fines and fees, and language barriers for immigrant populations.

Transportation

Transportation is a problem for many families living in poverty, especially on weekends and nights when public transportation often does not run frequently. One organization that advises on issues related to families in poverty is the Welfare Warriors, founded by Pat Gowens. Welfare Warriors is a state grassroots organization that advocates for these families. One of the suggestions of the Welfare Warriors in the document, *Making Library Accessible to the Poor*, is that libraries provide shuttle services to take library patrons home if they live within a given radius of the library. It is suggested that patrons just show their library card to use the service. While providing shuttle services may not be a practical for most libraries, it may be possible to partner with the local public transit systems in urban areas to address transportation issues to some degree. Several libraries in Wisconsin have been able to work out free ride arrangements during the summer reading program.

Library Fines and Fees

Sanford Berman is a national advocate for library services to people living in poverty, especially people who are homeless. Berman's article "Classism in the Stacks: Libraries and Poor People" is included on the Office for Literacy and Outreach Services, ALA web page. Berman identifies two major barriers for people living in poverty. One is getting a library card without a permanent address. The second relates to library fines, service fees, and replacement charges for lost or damaged materials.

In her article for Libr.org, "Breaking Barriers: Libraries and Socially Excluded Communities," Annette DeFaveri also discussed the issue of fines and fees. She wrote that, even if families who live in poverty have library cards, they are reluctant to check anything out because they fear the possibility of fines. This is especially true in terms of allowing children to check out materials. Even modest fines represent an enormous portion of their monthly income, so they can't risk incurring them. She also said families living in poverty often are more likely than the general public to be dealing with mental and physical disabilities, chronic unemployment, addiction, and are more likely to be victims of social prejudices, which all complicate their lives and make returning materials on a regular schedule difficult. She believes that public libraries must break the fines and fees barrier if they want sustainable relationships with disadvantaged families.

DeFaveri's article also discusses the after-effects of blocking use of a library card. She said that disadvantaged families feel that when there is a block on their card, they are no longer welcome to come into the library, that they are not only banned from borrowing materials, but from the building itself. They are often too embarrassed and humiliated to come into the building to use computers, attend story times or other programs, or use materials in-house.

Pat Gowens, a nationally known advocate for library services to people who are poor, was the founder of

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Several Libraries Work with Local Bus Companies to Provide Free Transportation

The Appleton, Beloit, and Eau Claire public libraries are among those that work with their local bus companies to offer free rides for children on days the library offers programs during the summer. A school bus driver in Baraboo offered to donate his time to drive children to the library for programs and home again during the summer. The bus company donated the bus for this service.

When the Lester Public Library in Nekoosa wanted to include Native American preschool children in their summer story times, the tribal-owned casino used the casino tourist shuttle to take the children to the library and return them to the day care center on tribal land.

South Madison Branch Library's Second Chance Program

The South Madison Branch of the Madison Public Library is located in a very ethnically diverse neighborhood in which many of the residents have low incomes. It is co-located with a social service center called the Harambee Center that pulls together numerous social and medical services for people living in poverty. The Harambee Center encompasses a free clinic, Head Start program, Family Support programs, and several services that make it possible for families to go to one location for several services. The library collaborates with the other agencies by making information available to their clients after hours.

Many children end up losing their library privileges and are unable to pay for the lost or damaged materials or pay fines. Videos are especially problematic. Often someone else in the family uses the child's card to check out videos and forgets to return them, resulting in penalties for the child. To help these children, a Second Chance collection was created. Children are given a special card that allows them to check out one or two items from only this special collection. If they successfully borrow and return these items twice in a row, their full library card privileges are restored. Giving kids a second chance has resulted in many kids returning to use the library, being much more careful with the materials they borrow, and more conscientious about returning their materials on time.

Milwaukee's Welfare Warriors. One Welfare Warrior publication, *Making Libraries Accessible to the Poor*, addresses the issue of fines for overdue materials and replacement costs for damaged or lost materials. Among the suggestions were that libraries not restrict patrons from using their cards if the amount owed is less than \$25. Offer an amnesty program once a year in which all fines are forgiven if materials are returned. If replacement costs are necessary, try to set up a repayment plan that extends over a period of time. Return card privileges if the patron pays at least 20 percent of the total amount owed and require a 10 percent payment of the balance each time the card is used to borrow materials. Create an account that helps pay for fines and lost materials up to three times a year. Gowens recommended public libraries avoid police or court action to recover overdue materials as much as possible. She suggested putting up a sign at the circulation desk that asks patrons to let the library staff know if they have special circumstances that require an extension of the borrowing period, such as having a disability, being a care giver for someone with a disability, being a single parent, or having economic difficulties that make getting to the library difficult.

Language

For immigrant families, language is often a significant barrier because they can't request assistance. Many immigrant families have no experience with public libraries and may assume there is a fee to use them or that there is nothing at a library for them because they do not speak English very well. DeFareri points out that cultural expectations regarding group behavior also can be a factor for immigrant families. Library gatherings often are set up classroom style and may be run rather formally. Immigrant family members may not have the confidence to interact in this way or the English skills to participate. A formal set-up discourages informal conversation and interaction and can make the new immigrants feel inferior or that they are not part of the group.

Unattended Children

Families who struggle with child care costs may send their children without supervision to the library after school, on school vacation days, and for entire days during the summer. Some children spend hours at the library on their own because they don't have any other place to go, or because their own homes and neighborhoods are difficult or dangerous. These situations are not exclusively related to poverty, but there is often a larger percentage of these situations among families who are poor. Some youth come to stay warm, some say they are hungry or ask library staff for food or money to buy food. These situations are challenges for libraries, but some libraries have managed to turn these challenges into opportunities. Doing so starts with a willingness to want to solve problems and to be part of a community solution to problems of poverty.

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Strategies for Success

Collaboration

Public libraries can't independently address all problems related to poverty. Efforts are likely to be most effective when they are done in collaboration with existing programs and other community agencies. Sanford Berman, founder of the ALA Task Force on Hunger, Homelessness and Poverty, urges libraries to collaborate with shelter providers, food distribution sites, affordable housing advocates, and interfaith social justice networks. It is especially important for public libraries to support after school programs because a report done by the Fight Crime organization in 2000 indicated that the peak times youth become involved with crime are between 3 and 6 p.m. It is during these hours that youth are most likely to experiment with drugs, alcohol, cigarettes, and sexual activity.

Some of the many agencies that can make excellent partnering agencies with public libraries in addressing problems associated with poverty include:

- Head Start, Even Start, and day care programs that serve children whose families live in poverty
- schools, including alternative high school programs and programs for teen parents
- after school programs, especially those that serve homeless children or children living in poverty

- homeless, domestic abuse, and teen shelters
- food pantries, soup kitchens, and discount or warehouse grocery stores
- used clothing and household distribution centers (Easter Seals, Good Will, St. Vincent de Paul, Salvation Army) and special clothing item distributions such as coats and mittens
- free health and dental clinics and Women, Infant and Children (WIC) sites, tribal health centers, clinics that have special outreach programs for communities that use English as their second language, and traveling health care programs managed by counties or the state
- neighborhood centers in disadvantaged neighborhoods, trailer parks, migrant housing camps, Boys and Girls Club centers, skateboarding parks, and other outdoor areas that youth who live on the fringes of society frequent
- 4-H and Scouting programs, Big Brothers/Big Sisters and other mentoring programs
- social service agencies, faith-based organizations, and local police departments

These agencies often can provide demographic data, translation assistance, speakers for programs, transportation assistance, and may be able to include the library in their grant projects, or assist the libraries with library sponsored grants.

Possible collaborating partners that serve Native American populations include Boys and Girls Clubs youth centers and TRAILS clubs that serve Native American children who live on reservations or in urban areas. Tribal libraries and museums are also potential partnering agencies.

Planning

A 2006 report by the U.S. Citizen and Immigration Services, *Library Services for Immigrants: A Report on Current Practices*, identified partnerships between public libraries and other community organizations as an important approach to take in meeting the needs of immigrant families. The report recommends that the first step librarians take is to contact a local partnering agency and solicit their advice on needed services and programs. The next step is to invite representatives from agencies that serve immigrant populations to serve on the library advisory councils or work groups. It may be possible for these agencies to identify immigrants who could also assist with these groups. Employers who have significant numbers of immigrant workers might also be willing to send a representative to a library planning group.

For More Information:

Berman, S. "Classism in the Stacks: Libraries and Poor People." Office for Literacy and Outreach Services, American Library Association.
www.ala.org/ala/olos/olosprograms/jeanecoleman/jeanecoleman.htm
 Fight Crime: Invest in Kids. 2000. "America's After-School Choice: The Prime Time for Juvenile Crime or Youth Enrichment and Achievement."
www.fightcrime.org

Staff Training

Public librarians need training in cultural and ethnic differences regarding the minority populations who live in the community in order to serve them with sensitivity. They need training on recognizing signs of child abuse and neglect, as well as the process or making an initial report to get help for the family. They also need training regarding poverty issues.

Understanding the home situations and the needs of families living in poverty is required to provide effective library services. One starting point for public librarians is to look at the free and reduced lunch figures for their school district. These figures often are used as a general poverty indicator. The school district will have the figures, but they are also available on the Wisconsin School Meals Eligibility Data Record web page at: <http://dpi.wi.gov/fns/ns1p1.html>

Regarding Poverty

In "Breaking Barriers: Libraries and Socially Excluded Communities," Annette DeFaveri suggested that one important thing librarians could do to make libraries more welcoming is to emphasize the importance of the initial contact with new patrons. She referred to having a procedure in place that welcomes new patrons graciously as the "jewel in the service model crown." She feels that librarians should register people in person, take the time to ask about the reasons the patron wants to use the library, discuss services related to the patron's expressed interests, offer cards for other family members, and offer a tour of the library to help orient new patrons. She believes this investment of time will help personalize the library and make it relevant to new patrons.

She also suggested that reference desks be designed so that the patron sits next to the librarian instead of being separated physically by the desk. When helping patrons on a computer, she suggests the librarian pull up a chair and sit next to the patron. DeFaveri feels working side by side with a patron highlights the librarian's teaching and instructional role and plays down the librarian's advanced knowledge of the computer's functions

or familiarity with the particular program.

Serving Homeless Populations

In a *Los Angeles Times* article on August 13, 2006, Jill Leovy reported on her interview with William Morris, a security officer at the Los Angeles Central Library. Officer Morris works with homeless people who visit the public library on a daily basis. While he does enforce rules, he also said that he expects library staff not to be over-diligent about enforcing rules with homeless library patrons. He stressed that sensitivity, compassion, and calmness are required to interact appropriately with these patrons. He also believes it is essential that library staff treat people who are homeless with respect by being as polite as possible. He said that library staff should remember they are the front line of public relations for all patrons. He suggested staff state rules when necessary, be reasonable about them, and that they avoid strong confrontations and lectures. If people are sleeping and that is not consistent with library policy, he suggests asking if they are ok, or suggesting they get some fresh air rather than nudging them or shaking their chair. He said that given an "ounce of respect" most people will comply with requests and instructions. Morris also felt that part of the job, for library staff, is to negotiate the rights of patrons who are homeless or who live in poverty with those of patrons who are financially advantaged.

In his article "Classism in the Stacks: Libraries and Poor People," Sanford Berman says it is important for libraries to examine internal policies to see if they exclude or stigmatize people living in poverty. He wrote that librarians must remember "...ultimately...poverty—not poor people—is the problem..."

Diversified Collections and Services

If the community does have a high poverty rate, consider working with the local school district in the summer by having the library serve as a free lunch site. Schedule programs during, before, or after, the lunch hour. The school district will provide the sack lunches. The library may need to have a way to keep the lunches and milk cold until they are served if early delivery is necessary. The lunches are served to all children to avoid stigmatizing children who live in poverty. The school district would handle the publicity for eligible families. The library's publicity would indicate only that a lunch is provided as part of the program.

A suggestion from Pat Gowens, founder of Milwaukee's Welfare Warriors, is to post a sign asking patrons to suggest a good book, recorded book, or author to help broaden the collection development process to include more authors of interest to people of color and people living in poverty.

In his article "Classism in the Stacks: Libraries and Poor People," Sanford Berman suggests libraries offer programs, produce bibliographies, and create web pages that include resources that are helpful to people who are poor.

Public libraries that have a significant population using a language other than English should purchase books, videos, and music in that language and offer cultural resources. Other helpful items are English as a second language materials, including software, tutor resource materials, information on citizenship and immigration, and bilingual dictionaries. These families might appreciate "how-to" books on auto mechanics or home repair in their own language. Some libraries have purchased small electronic bilingual translators or pens that scan a word or two and translate them back and forth from English to another language. Some of these devices pronounce the words orally. Some libraries have purchased bilingual games and learning materials for families who want to learn English together. One justification for having these devices and games is that, in addition to helping immigrant families learn English, the community members who want to travel to another country or parents who want to teach their children a foreign language find these materials useful too. Many

For More Information:

DeFaveri, A. "Breaking Barriers: Libraries and Socially Excluded Communities." Libr.org. <http://libr.org/isc/articles/21/9.pdf>
Wisconsin Department of Public Instruction. Wisconsin School Meals Eligibility Data Record. <http://dpi.wi.gov/fns/ns1p1.html>

Outagamie Waupaca Library System's New Catalog is Available in Spanish

When the Outagamie Waupaca Library System launched its new online catalog, it also brought up a version in Spanish, InfoSoup en Español. The new catalog allows patrons to search for books, media, do homework, and do research using online databases. They also can use it to look at booklists and ask questions using *AskAway*. A new database, *Nuevas Materias* lists all recent purchases of Spanish language materials, including bilingual titles. The decision to provide an improved Spanish language interface was a priority when the consortium of 51 new libraries discussed their plans for the new catalog.

These librarians knew that providing bilingual access was vital to increase both library visibility among the local Hispanic communities and to the efforts to reach out to these new library users. All documentation had to be translated into Spanish. Hispanic patrons now can register for library cards, receive library notices, and read policies in their first language. The response to the new catalog has been very positive.

libraries have a section of their web pages translated into a language other than English.

If there is an immigrant population that comes from a specific country, libraries can consider a subscription to a national newspaper, or one from a major city in that country. The library can host informational programs on specific cultures in cooperation with a partnering agency. Many libraries hold open houses targeted at specific ethnic groups and work with a social service agency or organization that encourages or helps arrange transportation for clients to attend. Some of these agencies have provided translation services at these events. Community programs that feature cultural elements can bring the native-born community families together with the immigrant families, which gives them a chance to meet and interact with each other within a non-stressful setting.

Accessible Buildings, Equipment, and Outreach

Because there are significant barriers that often prevent children living in poverty from coming to the library, off-site programs and services are needed to provide effective public library service. Partnering agencies may have existing programs that the library staff can visit. Many of them have annual events when significant numbers of their clients come together and that might provide the library with an opportunity to introduce library services to their clients and to agency staff. Some libraries have offered bilingual book discussion programs, with the help of partnering agencies.

Immigrant Families

Library signage should be simple and clear. Floor plans with labels translated into languages other than English can be helpful. A public library without someone who speaks a second language could record a self-guided tour of the library in languages other than English to help first-time patrons find their way around the library.

Patrons should be greeted warmly when they enter the library, especially if it appears that the visit might be their first. Many librarians have attended training in basic Spanish so they can at least say hello and give directions in Spanish. Libraries with experience serving populations that use English as a second language have found it helpful to put materials in a second language together in one place to make them easier for the families or children to find.

Social service agencies that work with the Hispanic community recommend that public libraries purchase picture books and easy readers that are bilingual, but that it may be less helpful to have books for older students in a second language. The reasons for the recommendation are that many immigrant parents who are new to the U.S. are likely to read only in their own language, but if their young children are learning to read, they are doing so in English and can't read in their native language. The bilingual books for young readers allow the parent to read the books to their children in their native language and the children can read them in English to their parents. As children get older, if they are not exposed to the written form of their native language, they are not going to be able to read it well, regardless of how fluently they speak it. These children only know how to read in English. There are, of course, exceptions but in general, a library might best invest in bilingual materials for young children and for adults who are trying to learn to read and speak English.

Libraries also should purchase culturally appropriate titles, especially those by authors from the appropriate cultures, for the upper elementary, middle, and high school students. Schools and partnering agencies are in

Amery Public Library's Outreach "Story Time on the Road"

For about fifteen years the children's librarian has been taking the library program at the Amery Public Library "on the road" to children who live in low income housing complexes and in a trailer park. Two large low-income housing complexes are located near a grassy area and across the street from the trailer park. There is no community center or indoor area that can be used when weather is bad, so the programs are cancelled when the weather doesn't cooperate.

The funding for the initial project was a grant. The youth services librarian started by attending training on poverty. She found that it is extremely important to make a connection between the families and an individual, or they will not participate. The library worked with the owners of the trailer park and the housing complexes. They agreed to put the library fliers in the rent notices so that all residents would know about the children's program. After the initial grant year, the library picked up the cost of the outreach, and it has been offered ever since.

Once a week during the summer, the librarian goes to the grassy area and the children join her under a big tree. Initially the librarian brought food and books the children could keep, but she now does not usually have money to purchase books to give away. The programs were originally scheduled on Friday mornings, but the parents asked the library to schedule them late on Friday afternoons instead. They explained that they liked to go to the Friday morning rummage sales, and on Friday night they appreciated having an activity for the children, while they prepared supper. In recent years the programs are held about 5:00 p.m. Food is no longer part of the program because the children go in to eat once the program is over. Sometimes a 4-H group comes along to help with crafts, which is very popular.

the best position to make recommendations on local community needs.

Story Time and Program Accommodations for Youth Who Live in Poverty

Annette DeFaveri's additional suggestions in her article "Breaking Barriers: Libraries and Socially Excluded Communities," include hosting a series of public information programs on social issues and establishing book clubs that initially meet off-site, perhaps in neighborhood centers. She wrote that hosting programs off-site in areas familiar to people who live in poverty is a starting point to get these families interested in public library services. She suggests that at first the librarian or volunteer coordinator might read short selections to the group aloud and then facilitate discussion of them and work toward having the group members read the selections aloud. Eventually the group might feel comfortable enough to meet at the library.

Most libraries are likely to have programming resources that will work for most population groups who are likely to be living in poverty. Amy Brandt is Madison Public Library's Readmobile librarian. The Readmobile visits preschool programs that serve children living in poverty. Amy suggested that, while traditional resources are appropriate when presenting programs for these children, a traditional format often does not keep these children engaged because they do not have experience being read to either one-on-one or in a group. She finds that including more music and movement, as well as story props, helps keep the children's attention.

If there are a significant number of children who do not use English as their first language, the library should consider including programming materials in that language or that are culturally relevant. Some libraries have offered bilingual story times with a collaborating agency providing a translator. If the library hires outside performers or presenters, the library should consider someone who is bilingual or whose presentation has cultural significance to particular ethnic or cultural groups.

For More Information:

DeFaveri, A. "Breaking Barriers: Libraries and Socially Excluded Communities." Libr.org.
<http://libr.org/isc/articles/21/9.pdf>

Marketing

With the help of collaborating partners, identify locations to place program fliers and other information about library services and activities at:

- homeless and domestic abuse shelters, and shelters for pregnant teens
- free food distribution sites (soup kitchens) and food pantries
- used clothing distribution sites (Goodwill, Easter Seals, St. Vincent de Paul, etc.)
- free clinics; Women, Infant, and Children (WIC) sites; immunization clinics
- laundry mats
- warehouse or discount grocery stores
- school homeless services coordinators
- after school programs for homeless children
- on-street kiosks or information bulletin boards
- Head Start, Even Start, and day care centers that serve children living in poverty
- social service agencies that work with the targeted populations
- businesses that employ significant numbers of immigrants

If the library has a significant number of families who speak a language other than English, consider adding an option on automated telephone message systems giving basic library information such as hours. If possible, include a way for these patrons to leave a telephone message and have someone who speaks the language return messages in a reasonable time frame.

In addition to the locations listed above, public librarians should consider the following locations as potential places to market their services:

- classrooms in the school district that serve students who are learning to speak English
- ethnic food or clothing stores, and restaurants

- churches that have outreach programs to specific populations and religious services in their first language
- literacy providers that work with families learning to speak English

Getting Started with Little Money and Time: Serving Youth Living in Poverty

Collaboration

- Network with social service agencies and community organizations that serve families living in poverty, especially those that deal with nutrition and food, and those that offer services to recent immigrant populations. Make presentations as feasible for gatherings of agency clients.
- Put resources brochures from community agencies in the public information area or on a community information bulletin board.
- Include hunger as an article for local newspapers or library newsletters and explain ways the library tries to partner with agencies that directly deal with finding local solutions to fight it.
- Support community food, clothing, school supply, blanket, used book, or toy drives by putting up agency posters and/or making the library a drop-off site for them.
- Keep maps or lists of shelters, food distribution sites, utility assistance, child care providers, second-hand clothing stores, at the reference desk to offer to patrons who ask about these types of services.
- Collaborate with schools that offer summer classes on summer reading programs.

Planning

- Explore possible collaboration projects with the local school nurse or nutritionist.
- Staff from social service agencies, food pantries, and faith-based organizations may be able to assist the library with planning and evaluation processes.

Staff Training

- All staff should be familiar with library policies regarding patron behavior, and know how to interact respectfully with people who are homeless or have economic difficulties.
- All staff should be trained to be observant about children who seem to be at the library all day without going home for meals and who are not supervised. Know the related library policies and the process for reporting potential abuse and neglect situations to get help for the families.
- Have local agencies that provide services for people who are living in poverty, are homeless, or who are immigrants, provide in-service training for library staff.

Diversified Collections and Services

- Offer story times in a language other than English if significant numbers of families who use a particular language live in the community, or have a translator work with the librarian during the programs.
- If the library serves a high percentage of families living in poverty, investigate the possibility of a church, PTA, or other civic organization routinely providing healthy snacks when children come to programs at the library or after school. Serve the snacks to all children to avoid singling out children who live in poverty.
- Work with the local school district, scouts, 4-H, and other groups to support their efforts to provide safe, quality after school and summer school care for children who live in poverty. Work out schedules for special library programs with these agencies to allow them to bring their groups to the program.

Accessible Buildings, Equipment, and Outreach

- Review policies on topics such as patron behavior to be sure they are not overly restrictive or punitive against families who are homeless.
- Consider adjusting fine and replacement policies for children and families living in poverty or making community service within the library an alternative way for youth to get their library privileges back if they can't pay their fines.
- Consider working with other agencies to provide free transportation to the library for special programs, especially during the summer.
- Consider offering off-site programs and services to day care centers, after school programs, community centers in neighborhoods with high poverty rates, Native American reservations, migrant housing camps,

trailer parks, alternative high school programs, juvenile detention facilities, and other locations where a significant number of children who live in poverty are served or live. Anticipate a relatively high loss rate for these materials.

Marketing

- Have core library forms and brochures translated into languages used by families in the community who do not use English as their first language, if a significant number of these families live in the community. It is possible someone in the local schools could do the translations for the library.
- Select one population group that lives in poverty and identify one non-traditional location to post fliers about library activities. Use that site on a trial basis, and try to track if new families begin to use the library.
- Put up displays about hunger, childhood obesity, homelessness, and other poverty issues.

Observe these Awareness Events

January

Tres Reyes Magos a Mexican celebration of the visitation of the Three Kings or Wise Men to the Baby Jesus (always January 6) www.lasculturas.com/lib/libThreeKings.php
National Folic Acid Awareness Week sponsored by the March of Dimes
www.folicacidinfo.org/campaign/

February

National Children's Dental Health Month sponsored by the American Dental Association www.ada.org
Give Kids a Smile Day sponsored by American Dental Association www.ada.org
National Children's Dental Health Month sponsored by the American Dental Association www.ada.org

March

Hina Matsuri "Doll Festival" for girls in Japan (always March 3)
www.ginkoya.com/pages/girlsday.html
National School Breakfast Week sponsored by the School Nutrition Association
www.schoolnutrition.org
National Nutrition Month sponsored by the American Dietetic Association
www.eatright.org/cps/rde/xchg/SID5303FFEA1034BF9D/ada/hs.xsl/media_1579_ENU_HTML.htm
National Poison Prevention Week sponsored by the Consumer Product Safety Commission (always the third week in March) www.poisonprevention.org

April

National Infant Immunization Week sponsored by Centers for Disease Control and Prevention, U. S. Department of Health and Human Services www.cdc.gov/nip/events/niiw/
National Child Abuse Prevention Month sponsored by the Administration for Children and Families, U. S. Department of Health and Human Services <http://nccanch.acf.hhs.gov/topics/prevention/index.cfm>
National Asian/Pacific Heritage Month www.sandiegohistory.org/links/asianmonth.htm
El día de los niños/El día de los libros (Children's Day/Children's Book Day) (always April 30)
www.ala.org/ala/alsc/alscresources/eldiadelosnios/eldadelosnios.htm
Child Abuse Prevention Month www.preventchildabuse.org
Week of the Young Child sponsored by National Association for the Education of Young Children
www.naeyc.org/about/woyc/

May

Mental Health Month sponsored by the National Mental Health Association
www1.nmha.org/may/index.cfm
Children's Mental Health Awareness Day sponsored by the National Mental Health Information Center, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services. <http://mentalhealth.samhsa.gov/highlights/archives/ChildrenHealthMonth/default.asp>
Children's Mental Health Week sponsored by the National Mental Health Information Center, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services
<http://mentalhealth.samhsa.gov/highlights/may2006/ChildrenHealthMonth/default.asp>
Childhood Depression Awareness Day www1.nmha.org/may/CDAD/index.cfm
National SAFE Kids Week sponsored by Federation of Families for Children's Mental Health
www.safekids.org or www.surgeongeneral.gov/news/speeches/04292005.html

August

National Immunization Awareness Month sponsored by National Partnership for Immunization
www.partnersforimmunization.org

September

National Hispanic Heritage Month sponsored by Somos Primos www.somosprimos.com

Ramadan Begins (Fasting Begins) Muslim www.jannah.org/ramadan/

Fruit and Vegetable Month sponsored by Center for Disease Control and Prevention, Department of Health and Human Services www.cdc.gov/5aday

Baby Safety Month sponsored by Juvenile Products Manufacturers Association www.jpma.org

October

National School Lunch Week sponsored by the School Nutrition Association www.schoolnutrition.org

World Food Day sponsored by the U.S. National Committee for World Food Day
www.worldfooddayusa.org

National Dental Hygiene Month sponsored by American Dental Hygienists' Association www.adha.org

National Dental Hygiene Month sponsored by American Dental Hygienists' Association
www.adha.org/ndhm/

National Child Health Day sponsored by Health Resources and Services Administration, U. S. Department of Health and Human Services www.mchb.hrsa.gov

November

National Family Literacy Day sponsored by the National Center for Family Literacy
www.famlit.org/Resources/NFLD.cfm

National Young Readers' Day, sponsored by the Center for the Book and Pizza Hut
www.bookitprogram.com

American Education Week sponsored by the National Education Association (always the week before Thanksgiving) www.nea.org/aew/index.html

Pre-maturity Awareness Month sponsored by the March of Dimes www.marchofdimes.com

National American Indian Heritage Month www.cr.nps.gov/nr/feature/indian/Index.htm

December

Kwanzaa, a seven-day African-American celebration www.officialkwanzaawebsite.org

Resources

Print Resources

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- Berman, S. "Classism in the Stacks: Libraries and Poor People." In *Street Spirit* (February 2006)
www.thestreetspirit.org/Feb2006/libraries.htm
This was Berman's address for the Jean E. Coleman Library Outreach Lecture Series in 2005.
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- Street News Service* www.streetnewsservice.org
- Thomas, R. R. 2005. *Building on the Promise of Diversity: How We Can Move to the Next Level in Our Workplaces, Our Communities, and Our Society*. AMACON/ American Management Association (an e-book from net Library).
- Venturella, K. 1998. *Poor People and Library Services*. Jefferson, N.C.: McFarland & Company.

National Resources

- American Dietetic Association (ADA)** www.eatright.org
ADA promotes optimal nutrition, health, and well being.
- American Library Association** www.ala.org
ALA Diversity Council www.ala.org/aladiversity/commondiversity/diversitycouncil/diversitycouncil.htm
Policy 61: Library Services for the Poor
www.ala.org/ala/ourassociation/governingdocs/policymanual/servicespoor.htm
REFORMA www.ala.org/ala/ourassociation/othergroups/affiliates/REFORMA.htm
Resolution in Support of Immigrants' Rights to Free Public Library
www.ala.org/ala/ourassociation/governance/council/councilagendas/annual2005a/CD65.doc
- America's Second Harvest** www.secondharvest
Second Harvest is the nation's largest domestic hunger-relief organization with a network of more than 200 food banks and programs.
- Bilingual Books for Kids** www.bilingualbooks.com
This is a source for children's bilingual books.
- Institute for Research on Poverty (IRP)** www.ssc.wisc.edu/irp/
IRP is a university-based center for research into the causes and consequences of poverty and social inequality.
- National Center for Education in Maternal and Child Health** www.brightfutures.org
Bright Futures www.brightfutures.org/bf2/pdf/index.html
- National Indian Education Association** www.niea.org
This association is the oldest and largest Indian education organization in the U.S.
- National Policy and Advocacy Council on Homeless (NPACH)** www.homelessnesscouncil.org/mail.html
The council is working to ending homelessness through advocacy and inclusive partnerships.
- Pew Hispanic Center** <http://pewhispanic.org>
The center works to improve understanding of the U.S. Hispanic population.
- Produce for Better Health Foundation** www.5aday.com/html/kids/kids_home.php
This is a nutrition site promoting 5 A Day The Color Way.
- The Urban Institute** www.urban.org
The institute analyzes policies, evaluates programs, and publishes research findings.
Five Questions for Randy Capps. 2005. www.urban.org/toolkit/fivequestions/RCapps.cfm
- U. S. Census Bureau** www.census.gov/
The U.S. Census Bureau conducts the U.S. census, analyzes the data, and provides summaries.
- U.S. Citizenship and Immigration Service** www.uscis.gov/portal/site/uscis

Library Services for Immigrants: A Report on Current Practices
www.uscis.gov/files/nativedocuments/Library_Services_Report.pdf

U. S. Department of Agriculture www.usda.gov
 Food and Nutrition Service, Team Nutrition www.fns.usda.gov/tn/

U.S Department of Education www.ed.gov
 The U.S. Department of Education promotes educational excellence in the U.S.
 Migrant Education Program www.ed.gov/programs/mep/index.html
 Office of Indian Education www.ed.gov/about/offices/list/oese/oie/index.html
 Tool Kit for Hispanic Families www.ed.gov/parents/academic/involve/2006toolkit/index.html

U. S. Department of Health and Human Services www.hhs.gov
 This U.S. government agency is charged with promoting the health, safety, and well being of Americans.
 National Institute for Health www.nih.gov
 We Can! Ways to Enhance Children's Activities and Nutrition
www.nhlbi.nih.gov/health/public/heart/obesity/wecan
 SmallStep www.smallstep.gov

WWW Hmong Homepage www.hmongnet.org
 This web site provides resources and information for and about the Hmong community.

Wisconsin Resources

Easter Seals Wisconsin <http://wi.easterseals.com>
 Easter Seals Wisconsin offers a variety of services to help people achieve their personal goals. Easter Seals Camp Wawbeek offers a camping experience for youth with physical disabilities and is located near Wisconsin Dells.

Fighting Hunger in Wisconsin www.fighthungerwi.com/forum.asp
 This forum's goal is to increase awareness of hunger in the state by providing comprehensive source of information

The Lao Human Rights Council, Inc. Eau Claire or Green Bay www.asianamerica.org/directory/items/wi_lhrc.html

Second Harvest Food Bank of Wisconsin www.secondharvestwi.org
 Second Harvest is the largest charitable food distributor in the state and writes reports on hunger and food bank use.
 Second Harvest Wisconsin Affiliates:
 Hunger Task Force of La Crosse www.lacrossehtf.org
 Second Harvest Food Bank of Southern Wisconsin www.secondharvestmadison.org
 America's Second Harvest of Wisconsin www.secondharvestwi.org

University of Wisconsin–Madison www.wisc.edu
 Center on Wisconsin Strategy (COWS) www.cows.org
 For COWS publications, see www.cows.org/about_publications.asp. COWS publishes:
Huge Payoff to Taxpayers from Early Investment in Kids—and Huge Losses from Current Neglect. October 2004.
Moving Outward: The Shifting Landscape of Poverty in Milwaukee.
The State of Working Wisconsin Update 2005. September 2005.
Wisconsin Economic Picture Darkens Study Shows Declining Wages and Benefits. September 2005

Cooperative Extension www.uwex.edu
 Family Living Programs www.uwex.edu/ces/flp/
 Dietary Guidelines Series www.uwex.edu/ces/flp/food/dietguide/

Institute for Research on Poverty www.irp.wisc.edu
 The Institute for Research on Poverty publishes:
 A Cautionary Tale: Using Propensity Scores to Estimate the Effect of Food Stamps on Food Insecurity. March 2005
www.irpwisc.edu/publications/dps/dpabs2005.htm
 Child Support in the United States: An Uncertain and Irregular Income Source? April 2005.
www.irp.wisc.edu/publications/dps/dpabs2005.htm
 Estimate of Poverty and Income for Wisconsin Counties. October 31, 2005.
www.irp.wisc.edu/faqs/faq4/wis-pov-00-tab.htm
 How Many Children Are Poor? www.irp.wisc.edu/faqs/faqs6.htm
 The Impact of Family Income on Child Achievement. August 2005
www.irp.wisc.edu/publications/dps/dpabs2005.htm
 Voluntary Paternity Acknowledgement. May 2005. www.irp.wisc.edu/publications/dps/dpabs2005.htm
 Who Was Poor in 2004? www.irp.wisc.edu/faqs/faq3.htm

Wisconsin Council on Children and Families www.wccf.org
 The council is a family advocacy organization that promotes the well-being of children and families in Wisconsin.

Wisconsin Department of Health and Family Services <http://dhfs.wisconsin.gov>
 Birth to 3 Office <http://dhfs.wisconsin.gov/bdds/birthto3>
 Child Abuse and Neglect <http://dhfs.wisconsin.gov/Children/CPS/>
 The Emergency Food Assistance Program (TEFAP) <http://dhfs.wisconsin.gov/Health/Nutrition/TEFAP.index.htm>
 Fact Sheet: Poverty and Health in Wisconsin
<http://dhfs.wisconsin.gov/stats/pdf/fhs-PovertyHealthfactsheet.pdf>
 Healthy Kids Corner <http://dhfs.wisconsin.gov/kids/>
 Lead-Safe Wisconsin <http://dhfs.wisconsin.gov/lead/>

Nutrition and Hunger Relief Programs www.dhfs.state.wi.us/programs/nutrition.htm
 Wisconsin BadgerCare <http://dhfs.wisconsin.gov/badgercare/index.htm>
 Wisconsin First Step 1-800-642-7837
 Wisconsin Minority Health Program <http://dhfs.wisconsin.gov/health/MinorityHealth/Index.htm>
 Wisconsin Oral Health Program http://dhfs.wisconsin.gov/health/Oral_Health/Reports.htm
 Women, Infants and Children (WIC) Program www.dhfs.state.wi.us/WIC/index.htm
Wisconsin Department of Public Instruction <http://dpi.wi.gov>
 Bilingual/ESL Education <http://dpi.wi.gov/ell/>
 Material is available free of charge and reproducible including ESL, Indochinese, and Hmong.
 Education for Homeless Children and Youth (EHCY) <http://dpi.wi.gov/homeless/>
 This program has major responsibility for educational programs for homeless children.
 After-School Tutoring Program for At-Risk and Homeless Children
http://dpi.wi.gov/homeless/pdf/after_school_form.pdf
 Introduction/Overview <http://dpi.wi.gov/homeless/ehcyint2.html>
 2006 District Homeless Liaison Directory http://dpi.wi.gov/homeless/aspx/homeless_directory.aspx
 Information for Working with Diverse Populations. <http://dpi.wi.gov/ec/ecresweb.html>
 Linguistically Culturally Diverse—Populations: African American and Hmong
<http://dpi.wi.gov/pubsales/spcled6a.html>
 Resources Related to Diverse Populations Services and Referrals Sources <http://dpi.wi.gov/ec/ecwirsr.html>
 Wisconsin Agencies Providing Migrant Services and Referrals <http://dpi.wi.gov/ec/ecmsr.html>
 United Migrant Opportunity Services, Inc. Migrant Child Development Programs Listing
<http://dpi.wi.gov/ec/ecmcdpcl.html>
 Wisconsin Child Nutrition Programs and On-line Services <http://dpi.wi.gov/fns/index.html>
 After School Snack Program <http://dpi.wi.gov/fns/schoolsnacks.html>
 Child and Adult Care Food Program (CACFP) <http://dpi.wi.gov/fns/cacfp1.html>
 Community and School Nutrition Program <http://dpi.wi.gov/fns/guidememos.html>
 Fresh Fruit and Vegetable Pilot <http://dpi.wi.gov/fns/ffvp.html>
 Learning the ABC's of Good Health: Nutrition and Improved Cognition. <http://dpi.wi.gov/fscp/pdf/tnweight.pdf>
 Milk Program <http://dpi.wi.gov/fns/milk1.html>
 National School Lunch Program (NSLP) <http://dpi.wi.gov/fns/nslp1.html>
 Nutrition Information <http://dpi.wi.gov/fns/nutrition.html>
 Program Statistics <http://dpi.wi.gov/fns/progstat.html>
 School Breakfast Program <http://dpi.wi.gov/fns/sbp1.html>
 Summer School Food Service Program <http://dpi.wi.gov/fns/sfsp1.html>
 Team Nutrition <http://dpi.wi.gov/ne/tn.html>
 Wisconsin Native Americans Resources <http://dpi.wi.gov/ec/ecwnar.html>
 Great Lakes Inter-Tribal Council www.glitc.org
 Links Related to American Indian Education <http://dpi.wi.gov/amind/doc/weblinks.doc>
 Wisconsin Tribal Offices <http://dpi.wi.gov/ec/ecwto.html>
 Wisconsin Resources for Working within the Hmong Community <http://dpi.wi.gov/ec/echcr.html>
 Hmong Churches and Outreach <http://dpi.wi.gov/ec/echco.html>
 Hmong Mutual Assistance Associations <http://dpi.wi.gov/ec/echmaa.html>
 Hmong Organizations Promoting Education <http://dpi.wi.gov/ec/echope.html>
 Hmong Homeless Poster Order Form http://dpi.wi.gov/homeless/pdf/hmong_poster_order.pdf
 Wisconsin School Meals Eligibility Data Record <http://dpi.wi.gov/fns/nslp1.html>
 Wisconsin Teen Parent Resources <http://dpi.wi.gov/sspw/teenpar.html>
 Helping Ensure the Success of Teen Parents and Their Children. <http://dpi.wi.gov/sspw/success.html>
Wisconsin Department of Workforce Development <http://dhfs.wi.gov>
 Child Support Program <http://dwd.wi.gov/bcs/>
 Foodshare Wisconsin <http://dhfs.wi.gov/foodshare>
 Migrant, Refugee, and Labor Services <http://dwd.wisconsin.gov/dws/programs/refugees/>
 Indigenous Cultures-Wisconsin Resources <http://dpi.wi.gov/cal/ier6.html>
 Immigrant Integration http://dwd.wisconsin.gov/dws/programs/refugees/Immigrant/Immig_integration.htm
 Refugee Services <http://dwd.wisconsin.gov/dws/programs/refugees/Refugee/default.htm>
 Wisconsin Fatherhood Initiative <http://dwd.wisconsin.gov/wifatherhood/default.htm>
 Wisconsin Works (W-2) Program Resource Page <http://dwd.wisconsin.gov/dws/w2>
Wisconsin Indian Education Association www.wiea.org

